



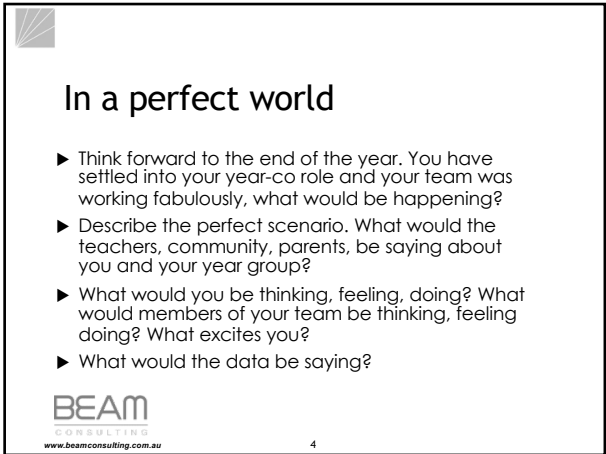
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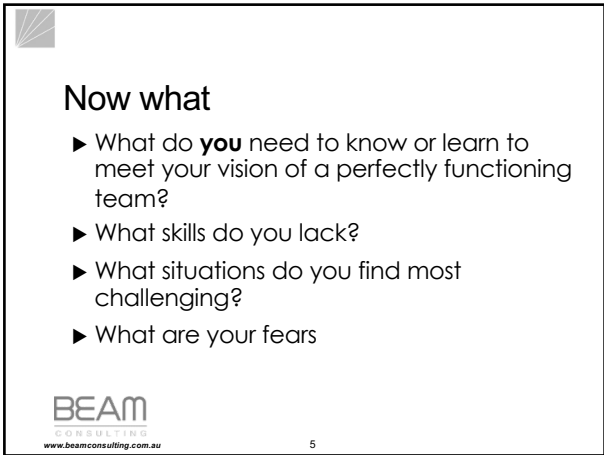
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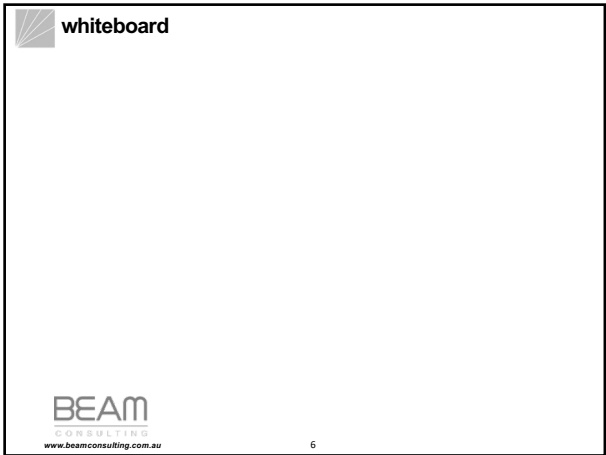
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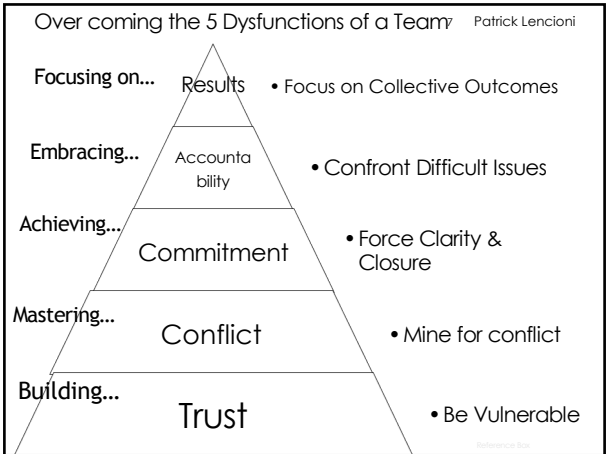
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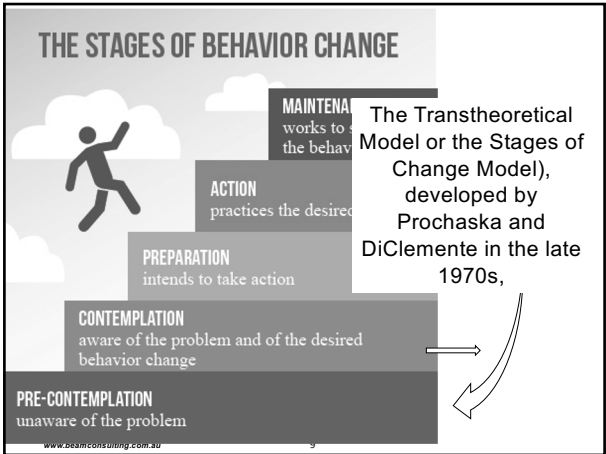
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But first we need to understand *change* and how and why people manage change

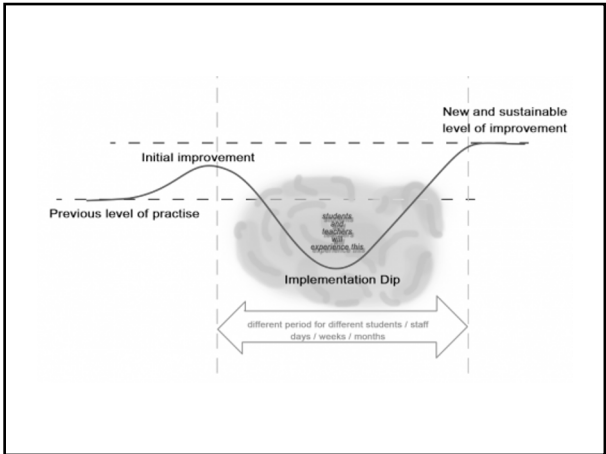
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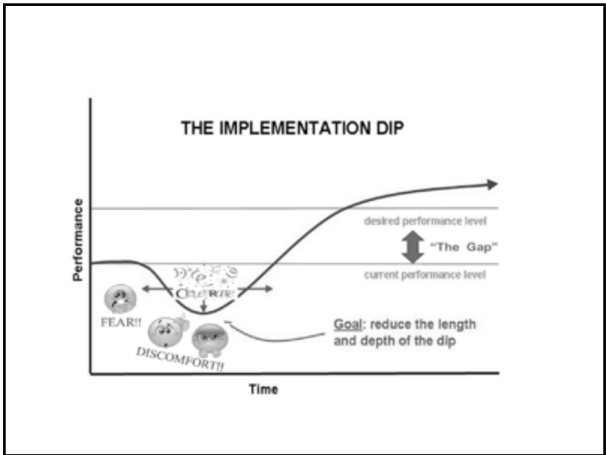
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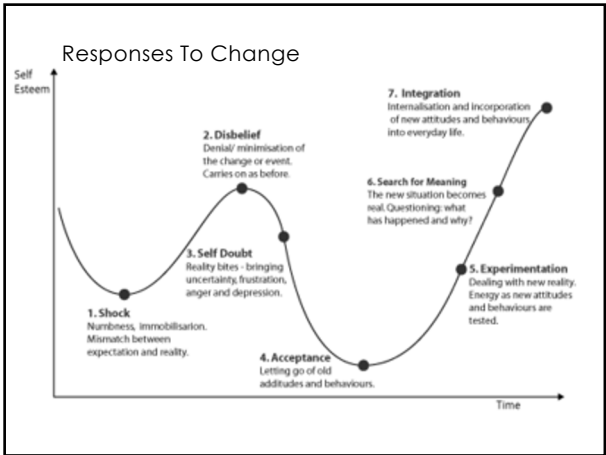
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- The implementation dip is normal, plan for it
- Behaviours change before beliefs
- The size and prettiness of the planning document is inversely related to the quantity of action and student learning (Reeves, 2002)
- Shared vision or ownership is more of an outcome of a quality process than it is a precondition.
- Feelings are more influential than thoughts (Kotter, 2008)

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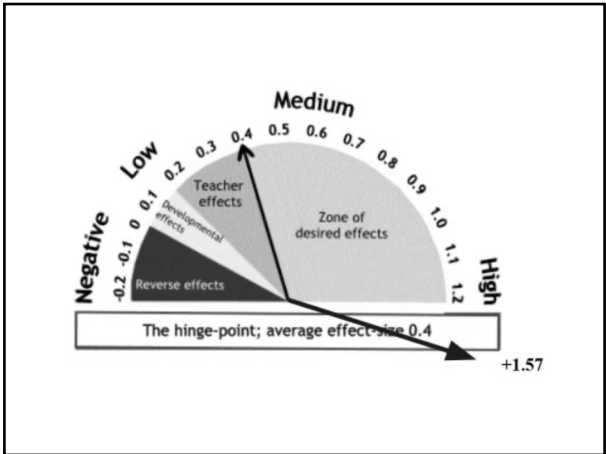
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### Collective Teacher Efficacy

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and or disadvantaged.  
Effect size 1.57  
Prof John Hattie


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Thoughts  
Questions  
Comments



How might change look in your team.

How might CTE impact St Andrews

16

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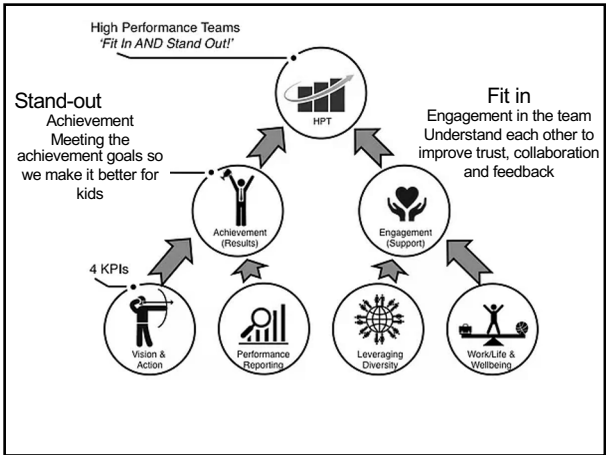
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High Performing Teams – HPT Schools


Focus on **tasks**,  
procedures and  
processes




HPT




Achievement  
Planning




Engagement  
Support




Vision &  
Action



Performance  
Reporting




Leveraging  
Diversity



Work/Life &  
Wellbeing

Focus on **people**,  
strengths and  
wellbeing


  
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Dr Pete Stebbings  
Dr Danielle Stebbings  
Dr Alistair Kerr


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High Performing Teams – HPT Schools


Focus on **tasks**,  
procedures and  
processes and  
accountabilities




Achievement  
Planning



Vision &  
Action



Performance  
Reporting

  
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Vision and Action/Performance Reporting (brief)

Leader/Facilitators Role:

- Be clear on Vision Mission and Purpose
- Establish clear expectations.
- Build the culture
- Ensure performance and accountability

As a team

- Establish agreed team behaviours
- Have a process for when expectations or behaviours aren't met.
- Follow agreed team processes ie agendas

  
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Vision and Action


What is the purpose of your year level team?

Think: Why does my team exist?

Pair : Discuss for 7 mins in breakout group


Create a statement


"This team of XYZ exists because ..... and we are accountable for ....."

  
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Expectations: A Road Rules analogy



  
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Above the line

- Behaviours
- Body language
- Thinking styles
- Feelings
- Language

Ownership  
Accountability  
Responsibility

Open and  
Positive

Below the line

- Behaviours
- Body language
- Thinking styles
- Feelings
- Language

Blame  
Excuses  
Denial

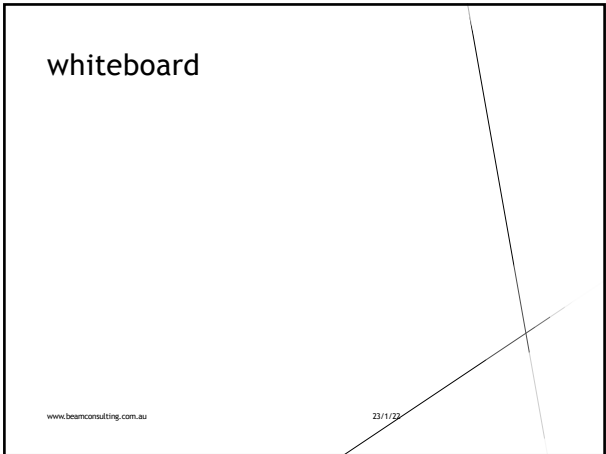
Closed  
and  
Negative

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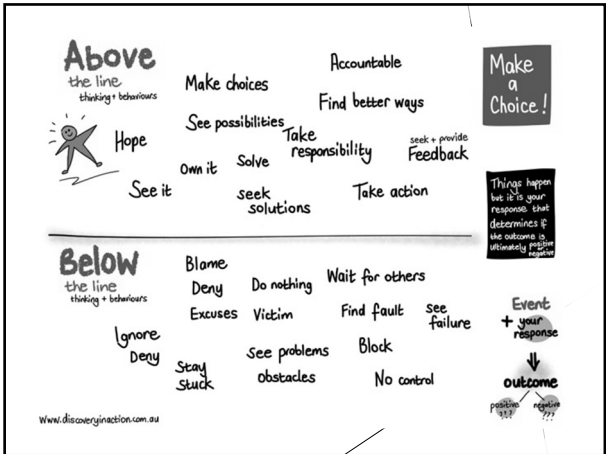
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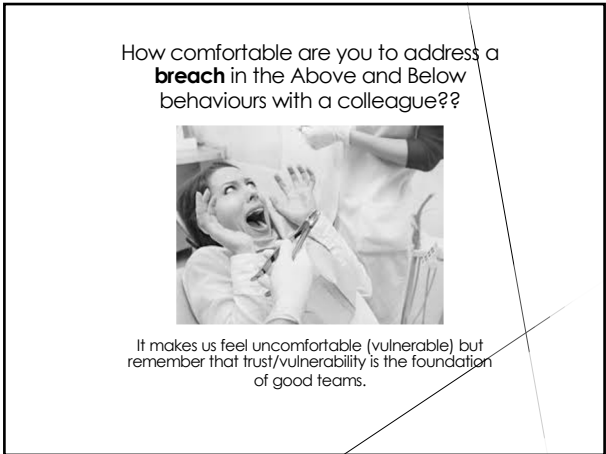




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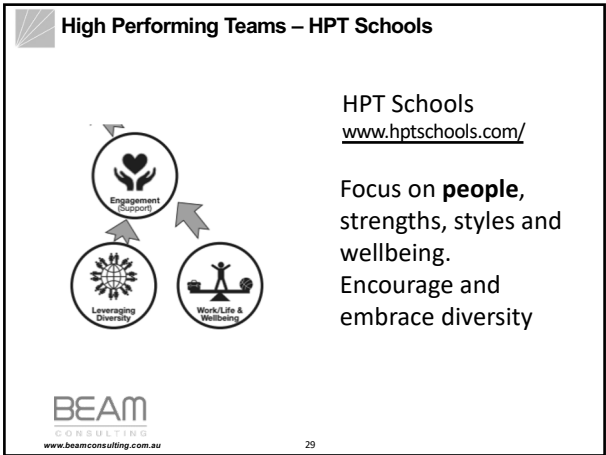
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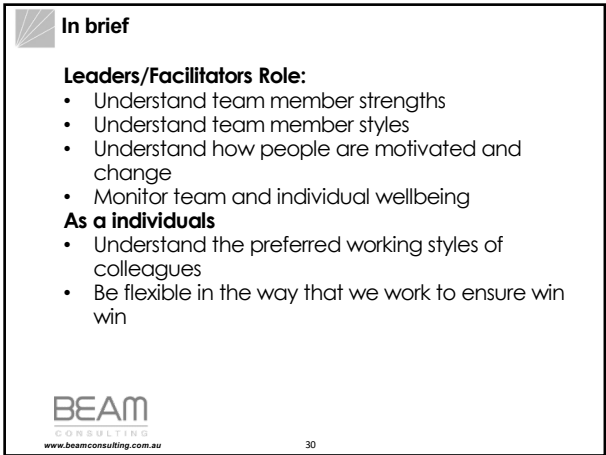
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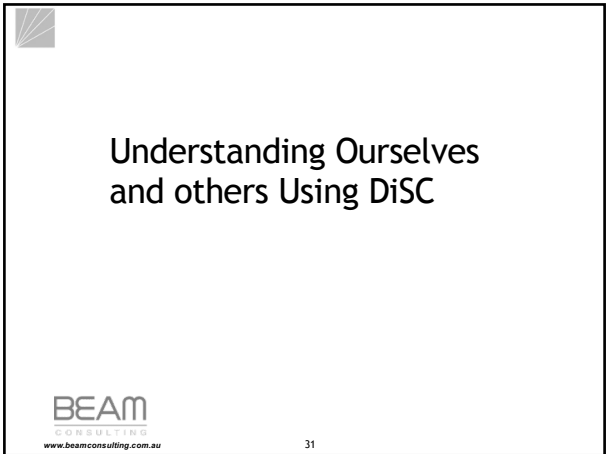
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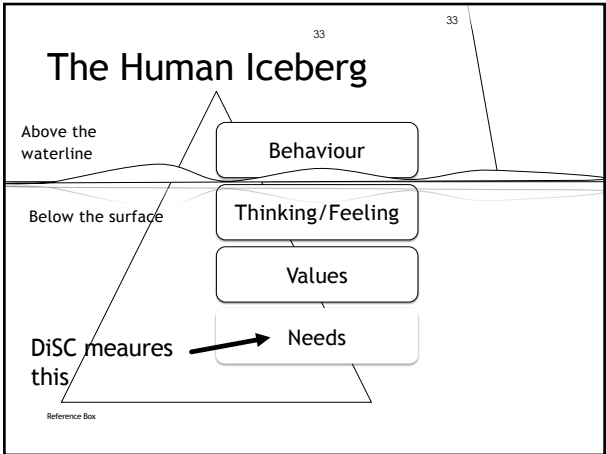
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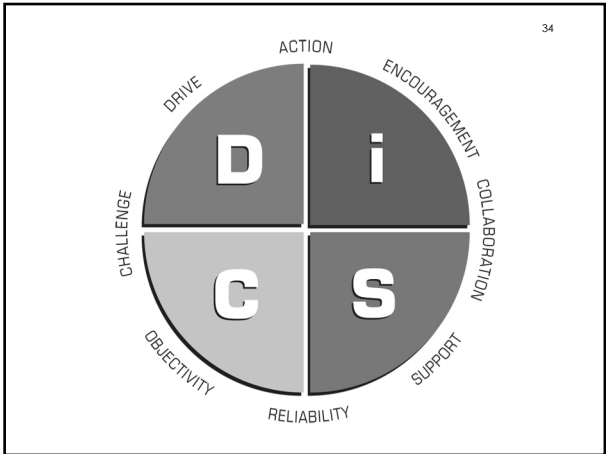
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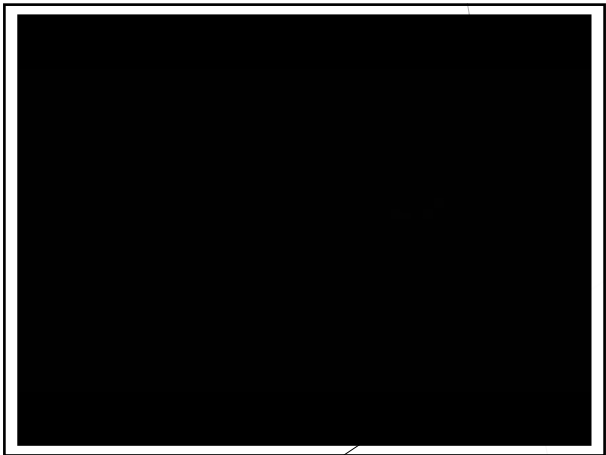
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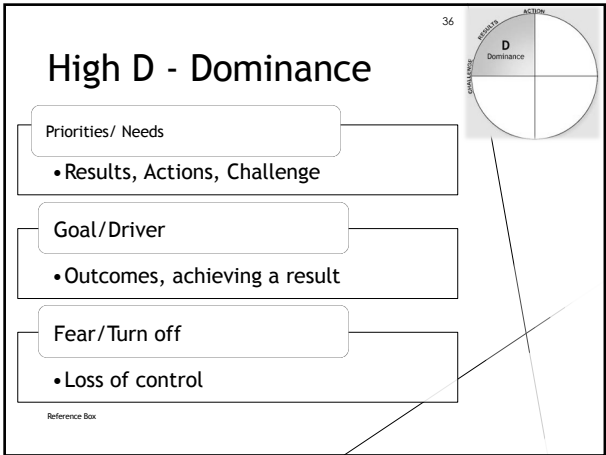
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### High I - Influence

Priorities / Needs

•Enthusiasm, Action, Collaboration

Goal/Driver

•Social Interaction, recognition

Fear/Turn Off

•Being ignored or excluded

Reference Box

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### High S - Steadiness

Priorities / Needs

•Support, Stability, Collaboration

Goal/Driver

•Stability in work/relationships

Fear/Turn Off

•Change, confrontation, conflict

Reference Box

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### High C - Conscientious

Priorities/ Needs

•Accuracy, Stability, Challenge

Goal/Driver

•Accuracy, being correct

Fear/Turn Off

•Personal criticism, embarrassment, loss of privacy

Reference Box

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Dominance

High ego strength  
Decisive  
Efficient  
Desires change  
Competitive  
Independent

Pushy  
Impatient  
Domineering  
Attacks first  
Tough  
Harsh

Under Pressure

Influence

Emotional  
Enthusiastic  
Optimistic  
Persuasive  
Animated  
Talkative

Disorganised  
Undisciplined  
Manipulative  
Excitable  
Reactive  
Vain

Under Pressure

Reference Box

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Steadiness

Dependable  
Agreeable  
Supportive  
Slow to change  
Contented  
Calm

Unsure  
Wishy-washy  
Conforming  
Possessive  
Insecure  
Self-effacing

Under Pressure

Conscientiousness

High Standards  
Sensitive  
Accurate  
Persistent  
Serious  
Cautious

Critical  
Picky  
Evasive  
Rigid  
Needs much info  
Self-righteous

Under Pressure

Reference Box

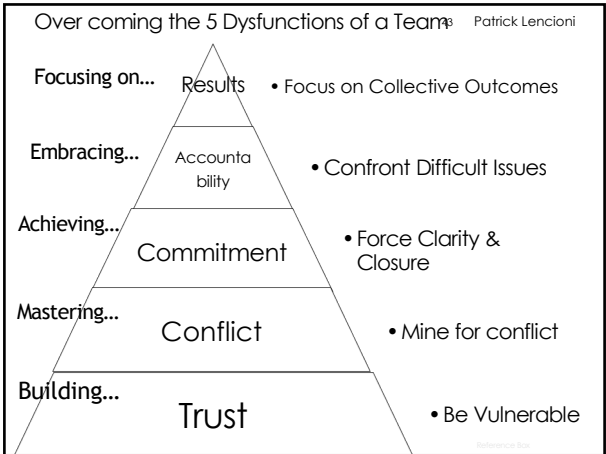
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### Trust in School Teams

Reference Box

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**Organisations with high trust** and high psychological safety **perform** significantly **better** than those who don't.

Trust is the fundamental building block to getting the results required. **It enables robust and honest conversations,**

It allows for vulnerability and **risk taking** and it enables **cooperation** rather than just compliance.

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“Accomplishing the maximum impact on student learning depends on teams of teachers working together...”

Collective Teacher Efficacy  
Prof John Hattie

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**Collaboration and Team Meetings**

Talking with your colleagues at the end of every day is NOT a team meeting nor is it collective teacher efficacy.

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**Coblabberation**

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Processes and tools for team meeting and collaboration

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### 2 Main Types of Meetings

Information or  
Operational meetings

Collaborative or  
Learning focused meetings

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### Tools

All meetings require tools but the tools you choose depend on the type of meeting you are having

Four tools that *could* be used or adapted to suit:

1. Agenda
2. Teacher Reflection Tool
3. Hot Issues
4. Deep Dive

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### Teaching Team Forum Meetings - Weekly Agenda

(Team Name) Team Meeting (60min)  
(Purpose & Vision)  
Location:  
Date & Time:

Chair:  
Moderator:  
Live Notes/ Minutes:  
Attendees:  
Apologies:

Item	PRE-WORK – Complete Update Tool & Review/ Update Team Data Wall Focus	Chair	1 min
Inclusion	• School Purpose, Team Role & Accountability; • Meeting Team Purpose & Outcomes; • Moderator Cards & Ground Rules Check In • One word Barometer & 1x Success 1x Challenge from Update Tool	All	4 min
Item 2	Hot Issues – focus on day-to-day operational issues • Pair & Share Top 2-3 issues – Write on whiteboard and Vegas vote (5 ticks per person) (2 mins) • Top 2 topics selected • 1 min – elaborate / 1 min – clarify / 3 mins – discuss / 1 min takeaways Live Notes:	All & led by nominated individual	14 mins
Item 3	Leader's Update/ Team Pulse/ Dashboard & Action Plan (Cycle) • Monthly Team Pulse Wellbeing Scorecard Discussion, or • Dashboard Review & Action Plan Update, or • Senior Leaders Update and Q&A Live Notes:	All & Line Manager	8 mins
Item 4	PD Intensive (Cycle) – focus on professional/ personal growth & specific student support needs • The Council (all Members)* • Deep Dives (deep dive x 2)# • Quality Teaching Spotlights ^ *The Council groups size 5 max then split into 3s and 4s. Cycle times are 5px = 1/1/3/1 4px= 1/1/4/1 3px= 1/1/5/1 # Deep Dives must be prepared prior with peer coach and use (at minimum) the preparation worksheet as handout. ^ Quality Teaching Spotlight see PD session planner - Engage (3) Explain (7) Explore (8) Elaborate (7) Live Notes (Deep Dive & Spotlight Session Forward Goals ONLY)	All or nominated presenter/s	30 mins
Item 5	Check Out Moderator feedback: Next meeting date/time: Roles: Chair: Final Comment: All - Barometer, Takeaway Action & Satisfaction (1-10)	Chair & Moderator	1 min
Accountable		All	2 mins

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### Teaching Team Forum Meetings - Weekly Agenda

(Team Name) Team Meeting (60min)  
(Purpose & Vision)  
Location:  
Date & Time:

Chair:  
Moderator:  
Live Notes/ Minutes:  
Attendees:  
Apologies:

Item 1	PRE-WORK – Complete Update Tool & Review/ Update Team Data Wall Focus	Chair	1 min
Inclusion	• School Purpose, Team Role & Accountability; • Meeting Team Purpose & Outcomes; • Moderator Cards & Ground Rules Check In • One word Barometer & 1x Success 1x Challenge from Update Tool	All	4 min
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Strategic 1			

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### Teaching Team Forum Meetings - Weekly Agenda

(Team Name) Team Meeting (60min)  
(Purpose & Vision)  
Location:  
Date & Time:

Chair:  
Moderator:  
Live Notes/ Minutes:  
Attendees:  
Apologies:

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Item 5	Check Out Moderator feedback: Next meeting date/time: Roles: Chair: Final Comment: All - Barometer, Takeaway Action & Satisfaction (1-10)	Chair & Moderator	1 min
Accountable		All	2 mins

1. Openness & Trust: Right to 'off record' speech with 'on the record' documented as formal feedback.  
2. Balanced Debate - Respecting both sides of the argument and allowing diversity of views.  
3. Competency over Role - Respecting the 'value' of the person's opinion regardless of their 'status'.  
4. Issues over Personalities - Staying 'issues' focused and not letting personalities overpower the agenda. 5. Accountable Actions & Clear Outcomes - Being constructive in feedback and offering a solution focused

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# Teacher Reflection

Name: *EXAMPLE TEACHER* Date: *DDMMYY* Barometer: *Kushad*

**Classroom Successes and Challenges**

	Description	Impact	Action to Take
Successes	Last 2 weeks Collaborative Team	Collaborative Team	Emphasize
	Next 2 weeks Collaboration	Align all activities	Develop lesson planning structure
Challenges	Next 2 weeks Behaviour	Disruption class routine	Reinforce consequences, positive incentives
	Next 2 weeks Assessment	Support careful writing	Moderation and Communication skills

**Work Life & Wellbeing**

On Track	Off Track
Planning resources, Lesson development, Supporting work	Late night planning, Lack of sleep, High stress level, Little or no sleep.

**Hot Issues**

Description of Issue	Description Impact / Risk	Action/Solution
Challenging Behaviours	Tobbi class disruption	PBL chill in / chill out Stamp - positive counselling

**Priority Students in Focus**

Name	Critical Issue (Learning & Wellbeing)	Forward Strategy
[Redacted]	Mental Health CAT Task - no assignment Behaviour	External support Mental Health safety Meeting with Parents SOLMS External

**Deep Dive Register**

Description of the Issue	Key Challenge (Question)	Importance (Impact & Risks)	Possible Solutions & Related Risks
Learning with and without	Time is getting shorter	School different school Timetable being constructed	Risk - timetabling Feeling unjust??

**Reflection**


**Wellbeing**

Hot issues – operational issues like buses, timetables, rosters, COVID issue, nappies. Where everyone in the class/school needs the same info

Reflection on priority students

Big issues to do with curriculum, behaviour that need to be collaborated on

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# ON YOUR OWN

Look at your reflection tool

Choose a child or a particular issue YOU are having in your class or team

Deep Dive –

1. Describe the issue.
2. What is the question you have that needs to be answered.
3. Why is it important
4. Possible solutions or what you have already tried

3 Minutes, quiet time on your own

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# Protocol 2 – The Council

## The Forum Council

The Forum Council is a group discussion and feedback protocol to enable all members to benefit from group brainstorming over a professional growth challenge they each wish to nominate.

### Forum Council Guidelines

*NOTE: Time is managed so ALL members present an issue.*

The Council groups size 5 max then split into 3s and 4s.

Cycle times are


5 people	1/1/3/1 (6 mins per person, total 30 mins)
4 people	1/1/4/1 (7 mins per person, total 28 mins)
3 people	1/1/5/1 (8 mins per person, total 24 mins)

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**Step 1:**  
The petitioner gets **1 minute to explain their deep challenge** to the Council.

**Step 2:**  
**The Council gets 1 minute to ask yes/no/short answer questions** of the petitioner.  
No short answer may exceed 15 seconds.

**Step 3:**

- The Council has 5 minutes\* (depending group size) to respond to the petitioner's challenge.
- **Every member of the Council needs to discuss the issue.**
- Discuss the petitioner's problem while the petitioner listens and takes notes (**the petitioner cannot participate in this discussion – no eye contact**).
- If you finish then sit with the silence (studies show that the greatest ideas often come in the wave after the initial silence has passed).

**Step 4:** The petitioner summarises their understanding of what the Council has had to say and thanks the Council for their advice. This is kept to 1 minute.

Return to Step #1

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**Positive Conversations**  
With peers, colleagues and parents

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There are 2 main types of  
challenging conversations in the  
workplace.

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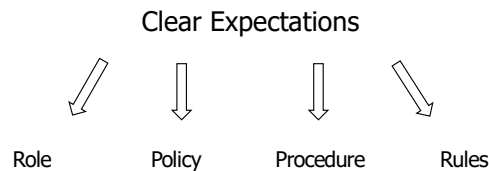
**1. Improve Accountability**

You're the **line manager** and the conversation is with someone who is not following process, policy or fulfilling the requirements of their job.

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**Accountability**



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**2. Build or improve a *relationship* through *dialogue***

You are a colleague, peer or an employee.  
The conversation is with another colleague, employee or parent who you need to *improve a relationship with*.

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## Dialogue – Relationship Building

There's not necessarily an "expectation"



Someone's behaviour impacts you

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Both are hard  
but for different reasons



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What are the *reasons*  
we avoid having these  
conversations?

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What are the *topics* we  
avoid having a  
conversation about  
*with colleagues?*

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We are not good at these  
conversations because:

1. We confuse accountability with dialogue
2. We worry about people's reactions
3. We are poorly skilled/trained to do points 1 & 2

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"Clear is Kind  
Unclear is  
Unkind"  
- Brené Brown

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### Unkind is

- Talking *about* people rather than *to* them
- Giving beige feedback
- Pretending nothing is wrong
- Being vague with expectations
- Wobbly boundaries
- Addressing the whole group rather than the person with the issue.

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### Consequences of avoiding tough conversations

1. Creates a “nice” culture
2. Diminishes trust and engagement;
3. Increases in problematic behaviour,
  - passive-aggressive behaviour,
  - talking behind people’s backs,
  - pervasive backchannel communication,
  - gossip,
  - “dirty yes”
4. Decreasing performance due to a lack of clarity and shared purpose.

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### Stand up



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### Accountability

Clear Expectations



Role

Policy

Procedure

Rules

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### Road Rules



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### Accountability

We are all responsible for making sure we follow agreed ways of working together

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**But ....**

The ultimate responsibility lives  
with the line manager.

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So .... If you are the line  
manager AND an expectation  
has been broken/breached.

**Have the conversation!**

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**What is dialogue  
and how do we use  
it to build positive  
relationships?**

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## **Dialogue Two Fundamental Beliefs**

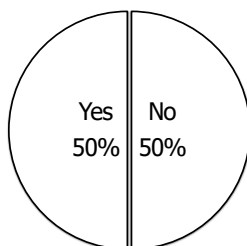
1. You can't change other people. You can only change yourself.
2. People are doing the best that they can

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**Are people doing the  
best they can?**



Attribution Bias

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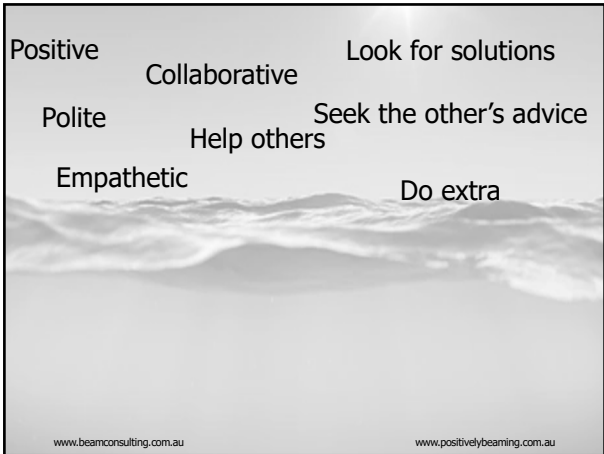
## **At Your Best**

What thoughts, actions, mindsets  
and behaviours do you have when  
you are 'doing your best'?

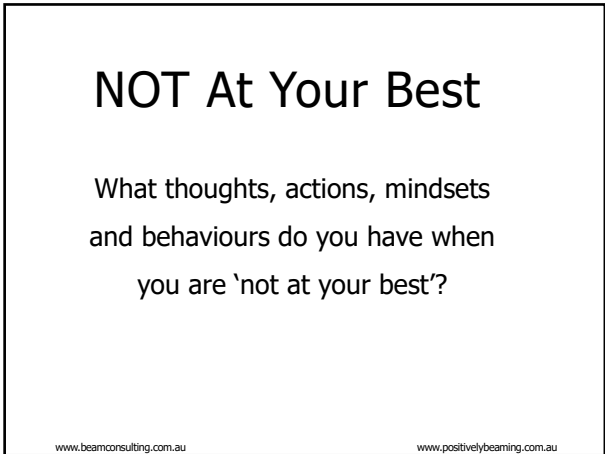
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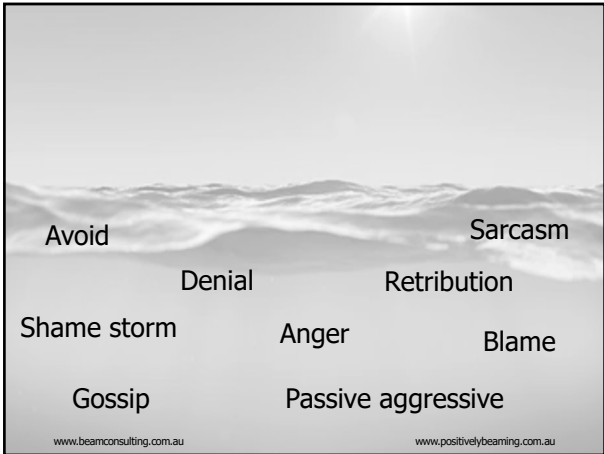
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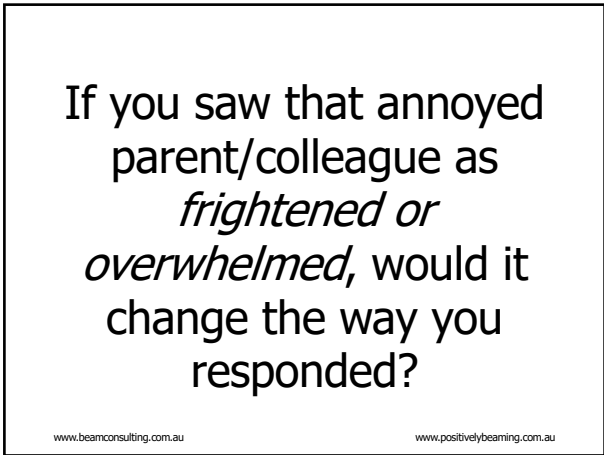
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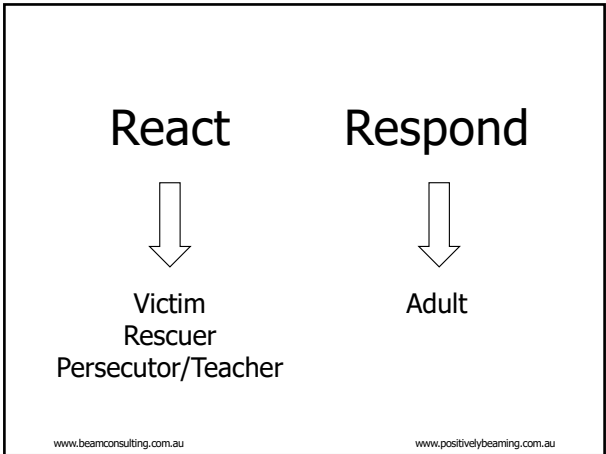
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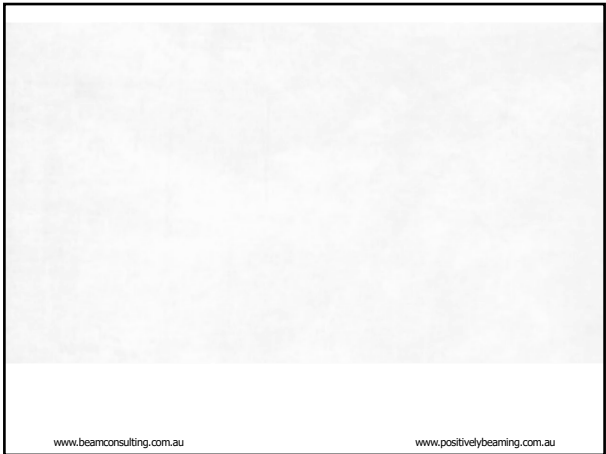


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# Understanding the Drama Triangle

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## Activity - Jigsaw

Each member of the group will become an expert on ONE aspect of the Drama Triangle

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- Watch the video
- Take notes
- Prepare to bring your expertise back to your group

[www.positivelybeaming.com.au/drama-triangle-videos](http://www.positivelybeaming.com.au/drama-triangle-videos)

	Rescuer	Victim	Persecutor
What might we notice?			
Benefits to the person			
Costs to the person			

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## Learn from your team to fill in the blanks

	Rescuer	Victim	Persecutor
What might we notice?			
Benefits to the person			
Costs to the person			

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## How to stay in dialogue (adult) and out of the Drama Triangle

1. Notice
  - body language
  - thoughts
  - feelings
  - go-to behaviours
2. Get comfortable with the uncomfortable
3. Breathe
4. Empathy
5. Ask for what you need

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- I can see you're in a hurry and need a moment to process
- Can you please explain that to me again?
- Can you please help me understand how I can make this better?
- I can see you are upset. What I need is for you to stop yelling.

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- I understand you have a lot on your plate at home but I need you to finish those reports.
- I can see that you are anxious and I want to help you so I am going to find \_\_\_\_\_ who is best placed to help.

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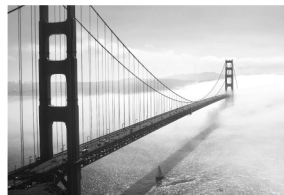
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## Feedback Bridge

Positive comment...  
I appreciate the effort you have put into this report...

And... it would be even better...  
...if it could be submitted on or before the due date



Because...  
...that way I have time to  
distribute it before the  
board meeting

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## In response to Complainers and Grizzlers

- That sounds really tough – what's your next action? (works with victims)
- That sounds awful – is there something specific you need me to do? (avoid being rescuer)

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## For Rescuers (and that's all of us)

- Tame your advice monster
- Stay curious for one moment longer
  - Tell me more?
  - And what else?
  - If it was fixed, what would be happening?

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## In response to Persecutors

- That's not how I see it
- That's not my experience
- I appreciate your advice, Ill be sure to keep that in mind.

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